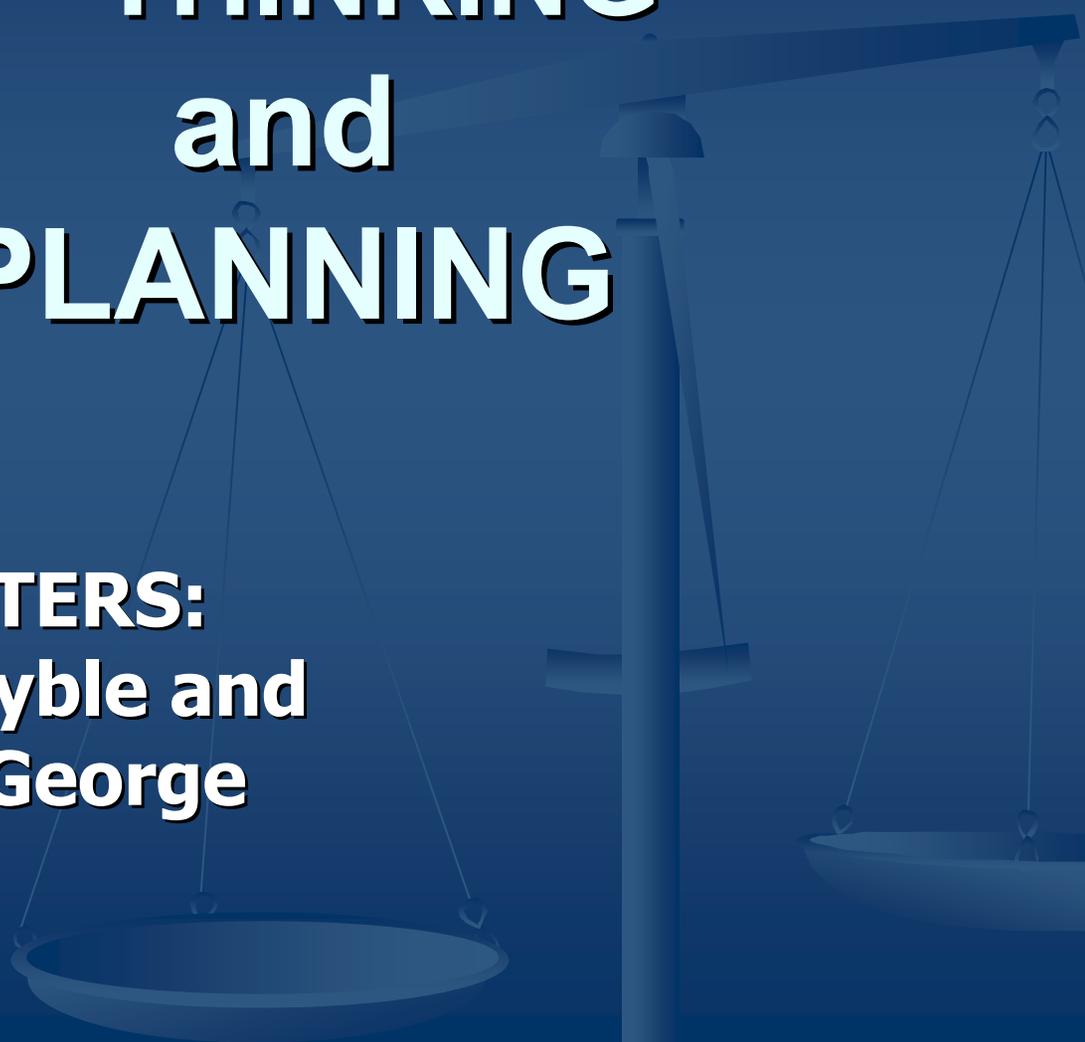


PERSON-CENTERED THINKING and PLANNING



**PRESENTERS:
Jennifer Wyble and
Amanda George**

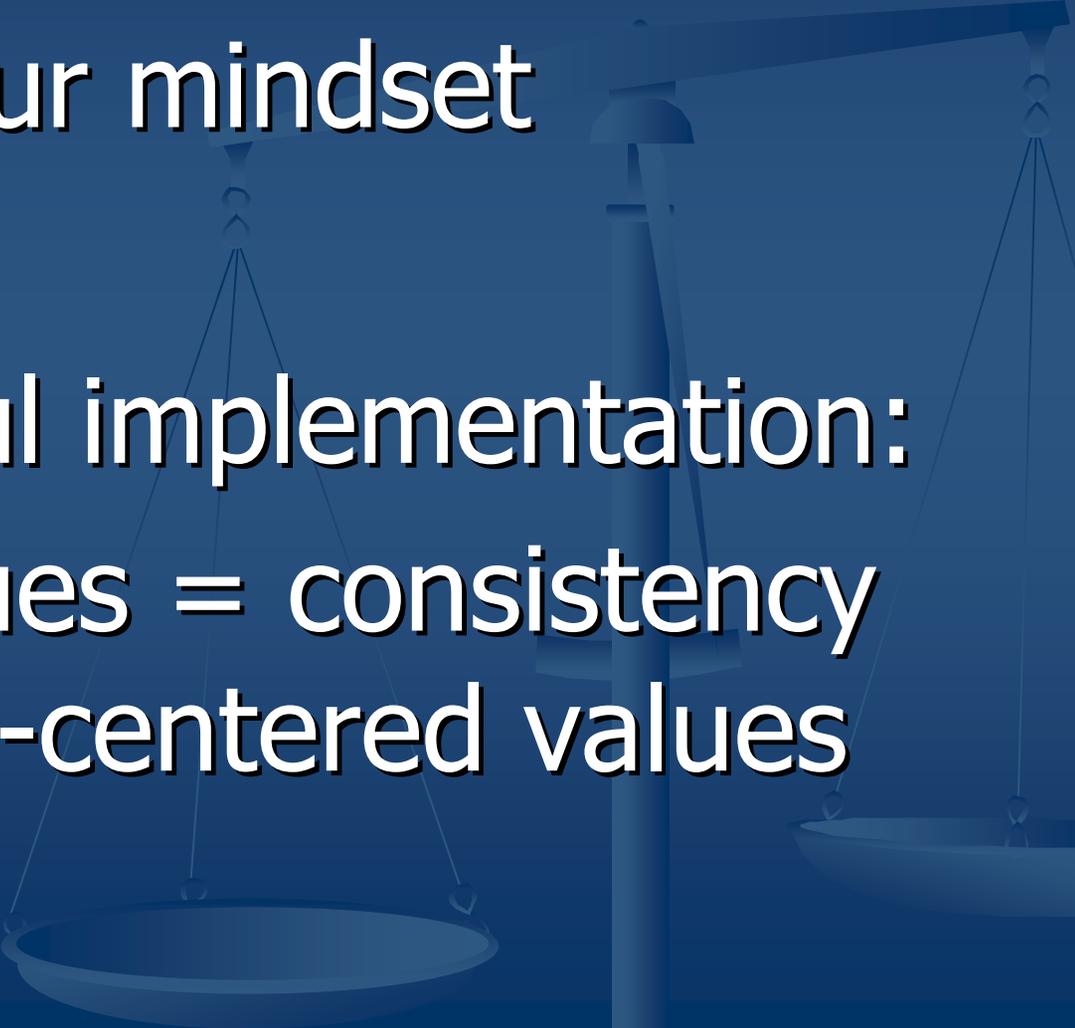
PERSON-CENTERED THINKING VALUES

- Quality of life – has no standard definition
- Everyday it is determined by the things important to us, AND the opportunity to do those things
- Based on our own perspective depending on our life experiences

Person-centered values

- Examines our mindset

For successful implementation:
Our core values = consistency
with person-centered values



Person-centered thinking values

- Participation
- Relationships
- Interdependence
- Independence
- Motivation
- Respect



Person-centered thinking PROCESS for learning

- ASKING

- LISTENING

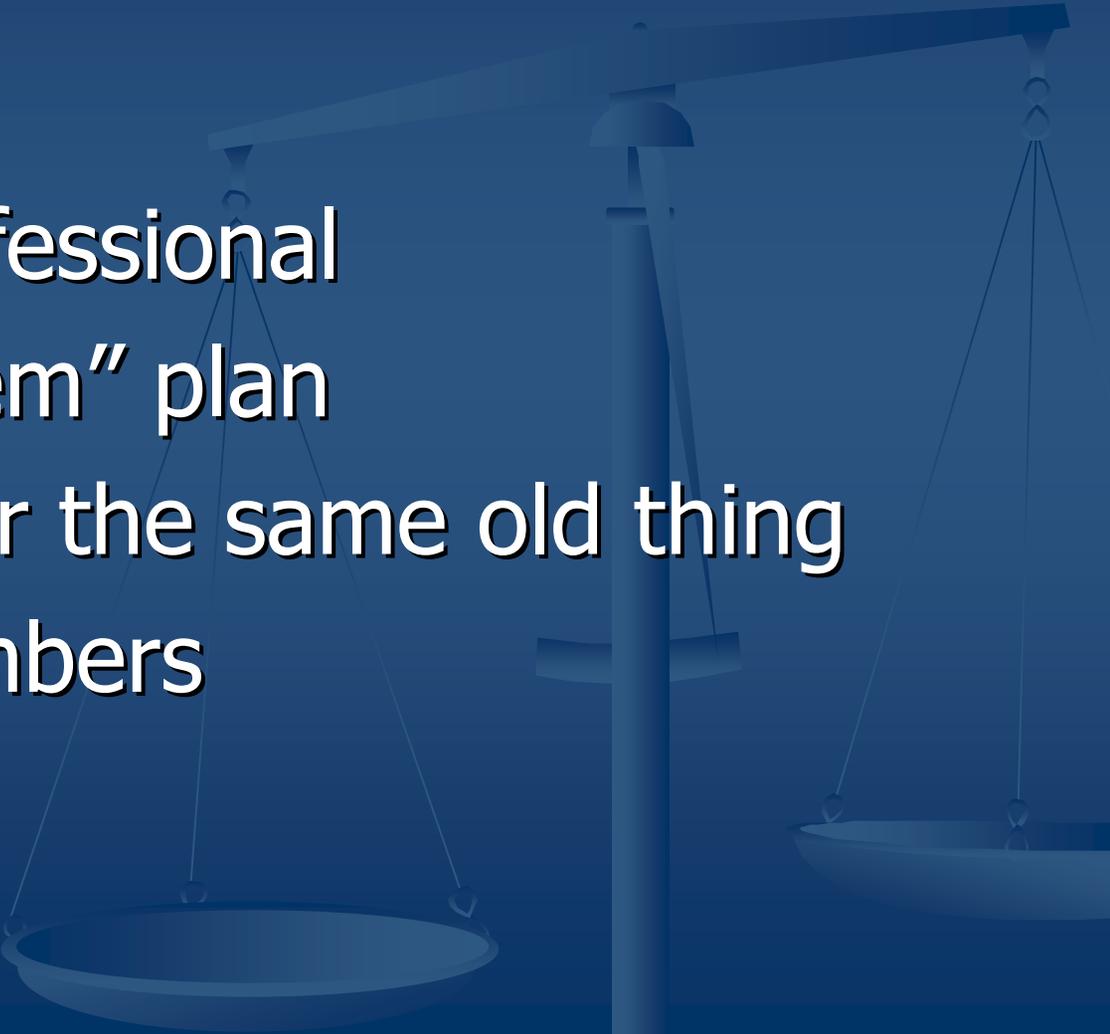
- UNDERSTANDING



PROCESS for learning

- Planning: (Process, person focused, change, possibilities, team work, flexible, individualized, on-going learning, information sharing, one person at a time)
- Implementation: Action, no action = "dead" plans
- Assessing: (What's working & what's not, continuous learning, recognizing barriers, problem solving, shared commitment)

Person-Centered Process IS NOT

- One time deal
 - About the professional
 - About a “system” plan
 - A new label for the same old thing
 - About the numbers
- 

PROCESS = Person-centered work
(What we do and how we do it)

■ **PERSON**

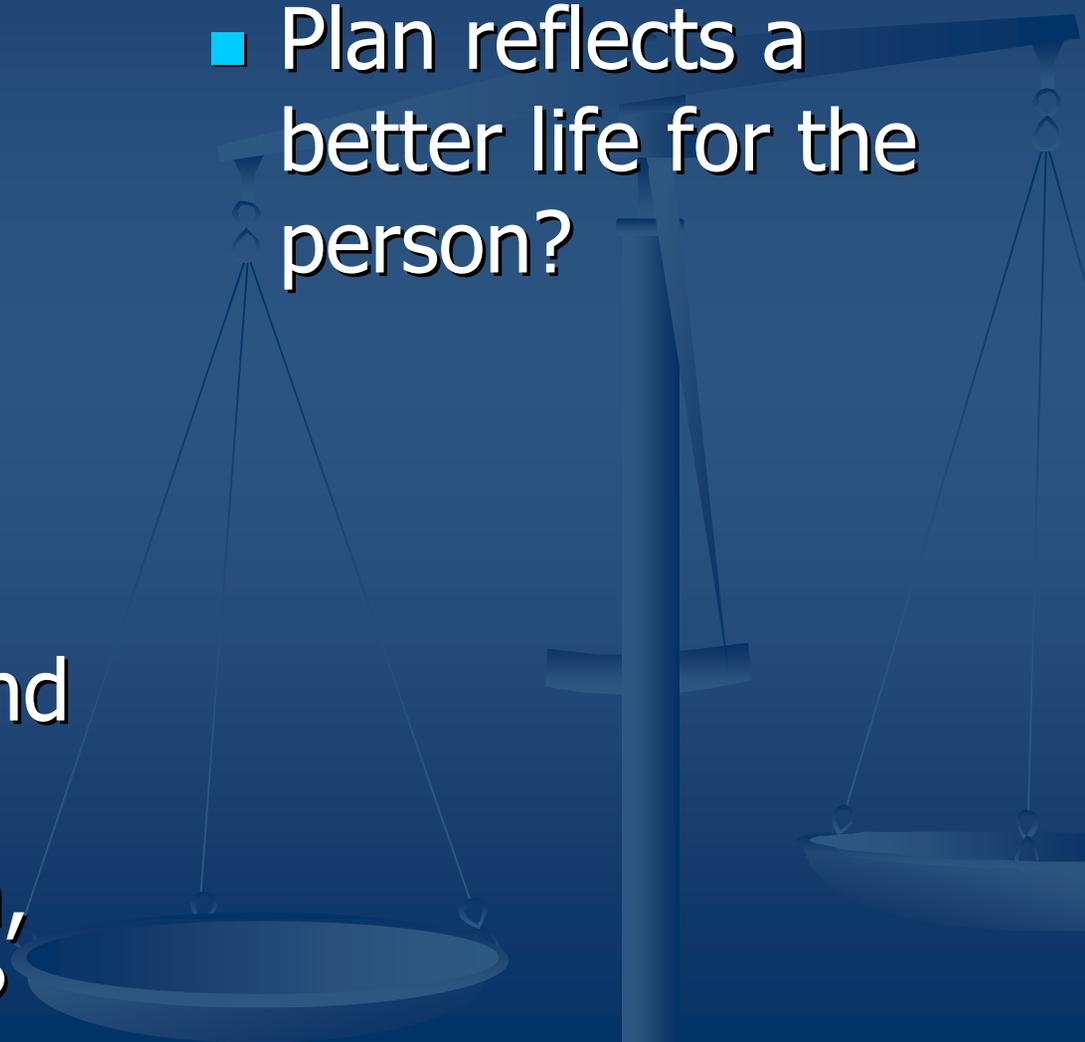
■ **PLAN**

■ **TEAM**

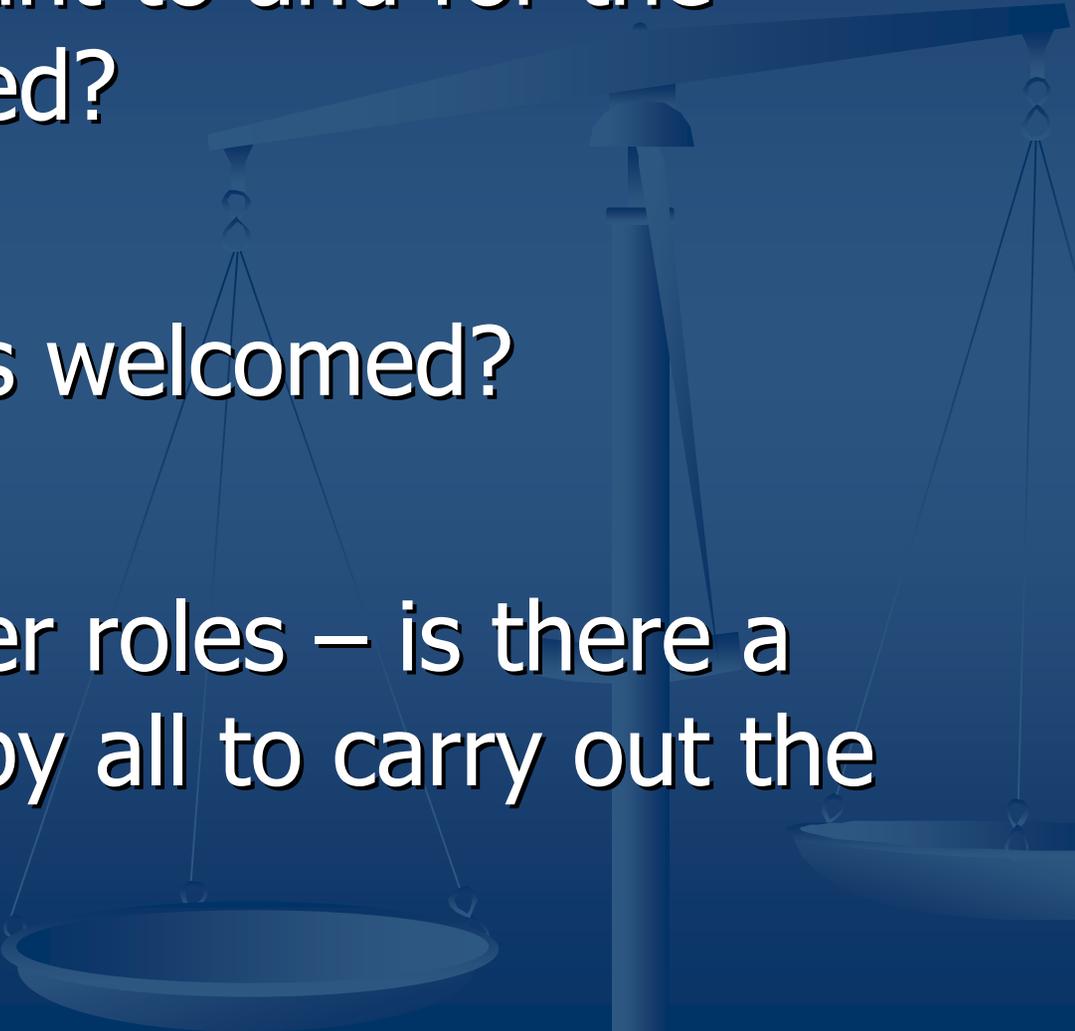
■ **ORGANIZATIONS**



THE PERSON AND THE PLAN

- Is the person involved in the process = contribution?
 - Partnership = Shared vision and Agreement between person, team members?
 - Plan reflects a better life for the person?
- 

Partnership

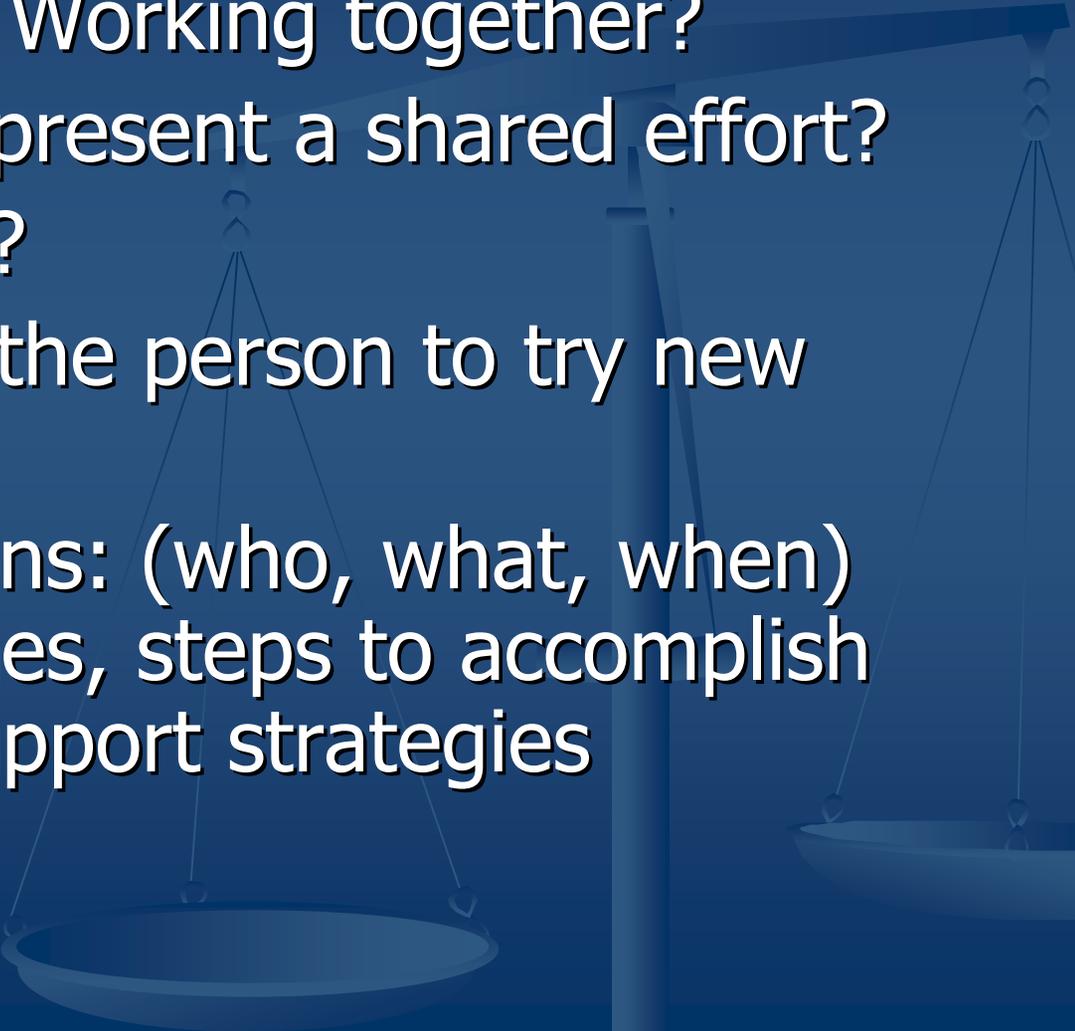


- Those important to and for the person involved?
- New members welcomed?
- Team member roles – is there a commitment by all to carry out the plan?

Plan Supports Community Life

- Future planning needed?
- Understanding of the person's interests, gifts, talents, desires and NEEDS?
- Outcomes and strategies promote the support for positive roles in the community?
- Plan clearly explains how to support the person to live, work and grow and enjoy community life?
- Natural supports Vs. Paid supports

Commitment to Action

- Team building - Working together?
 - Do outcomes represent a shared effort?
 - Problem solving?
 - Opportunity for the person to try new things?
 - Clear Expectations: (who, what, when) includes outcomes, steps to accomplish the outcome, support strategies
- 

Commitment to Action

- DAILY CHALLENGES – COPING SKILLS
- HEALTH AND SAFETY ISSUES ADDRESSED?



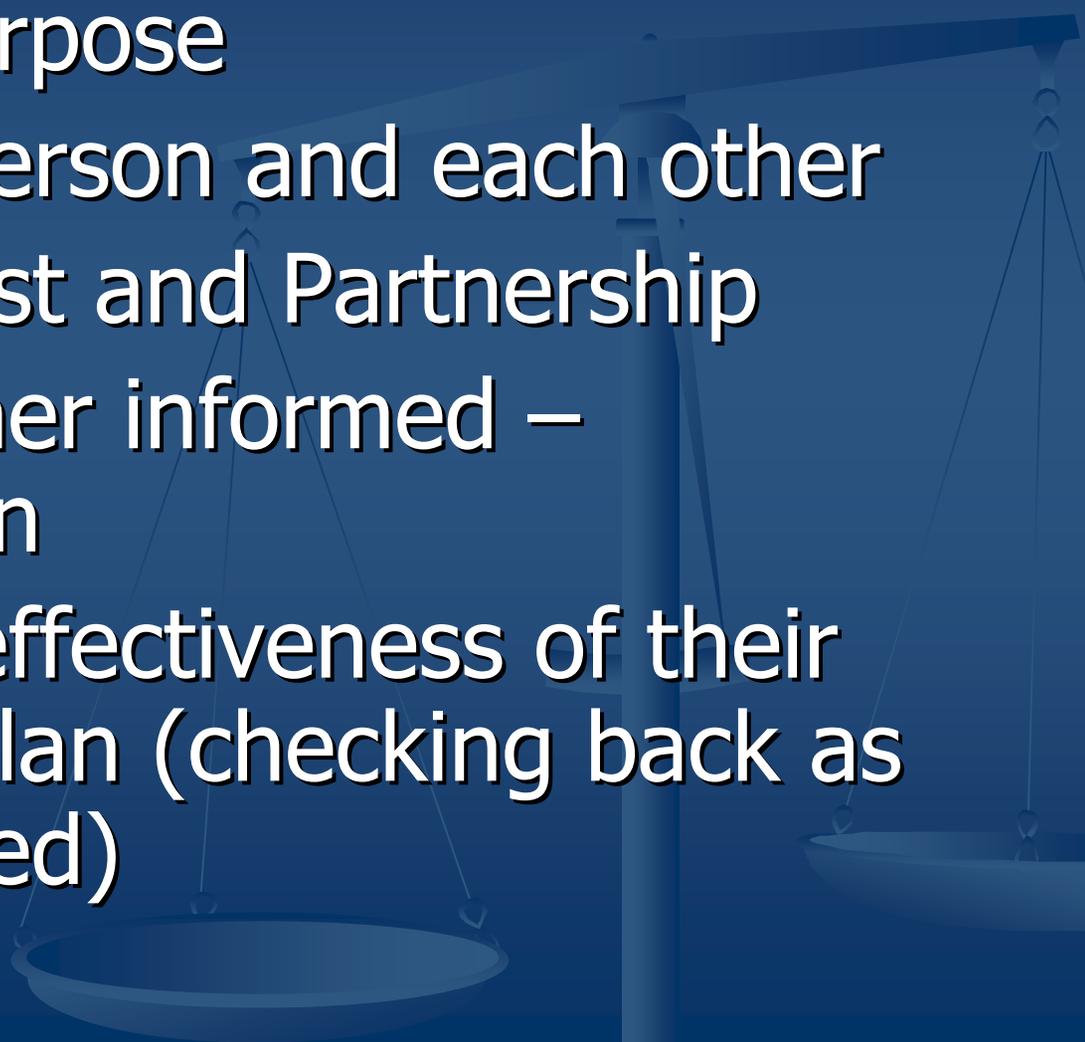
Continuous Learning

After all is said and done:

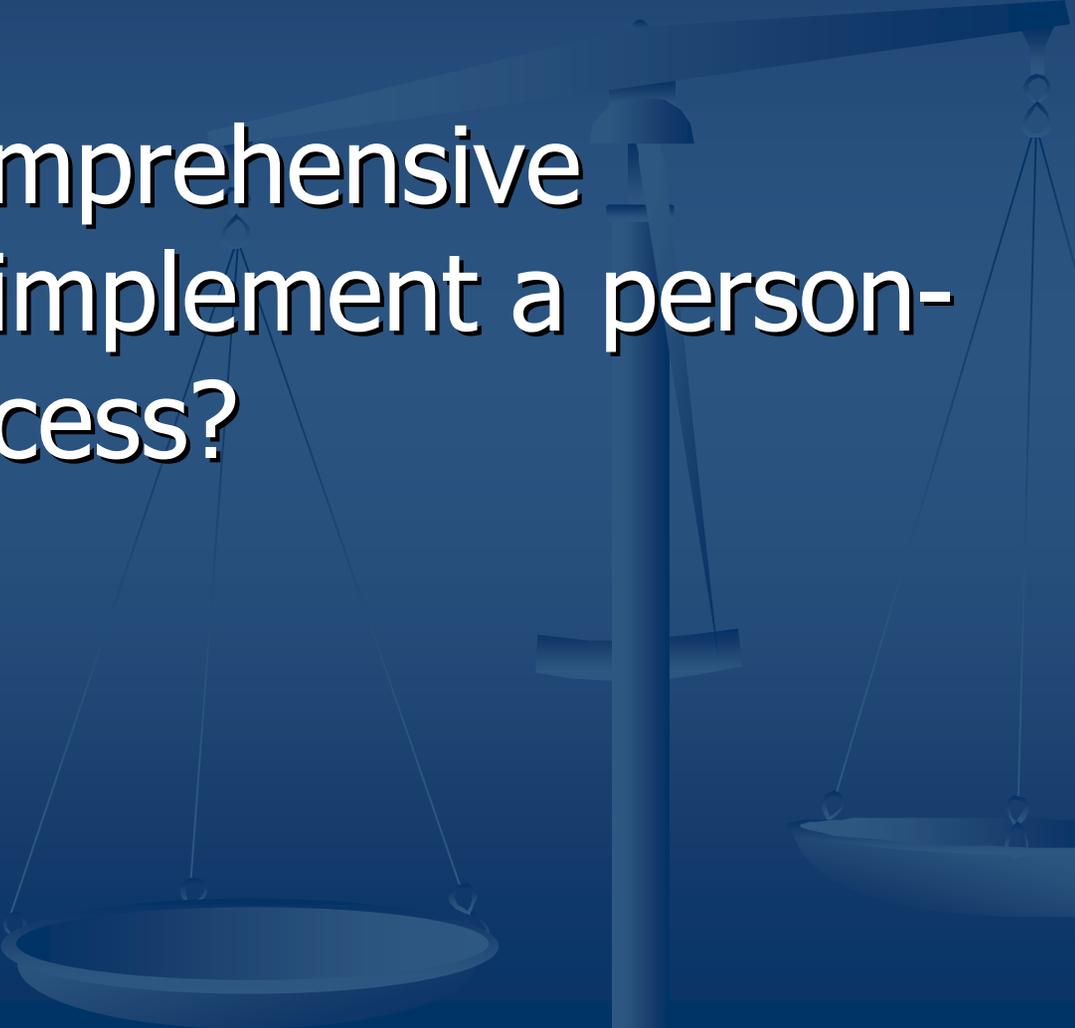
- Team members continue to listen, learn, understand, plan and assess

Is there evidence (documentation) that tells us it's working or not!

THE TEAM

- Know their purpose
 - Respect the person and each other
 - Feeling of Trust and Partnership
 - Keep each other informed – communication
 - Evaluate the effectiveness of their role and the plan (checking back as often as needed)
- 

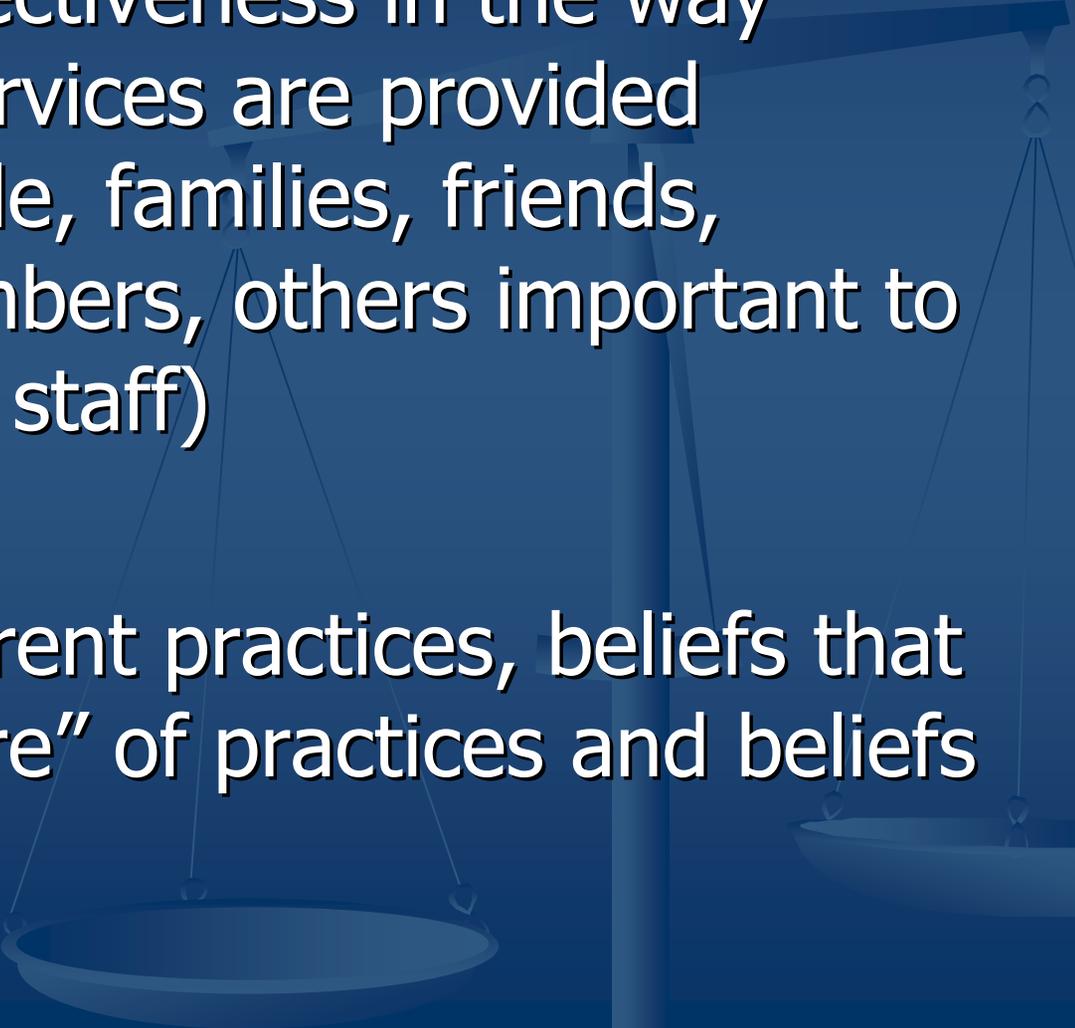
ORGANIZATIONS

- Is there a comprehensive approach to implement a person-centered process?
- 

Organizations must:

- Have a mission statement and a set of values consistent with person-centered values
- Expect their staff to perform in person-centered ways
- Provide training and offer technical assistance to team members (staff, person supported, family, etc.)
- Value and respect their staff

Organizations must:

- Evaluate its effectiveness in the way supports and services are provided (talking to people, families, friends, community members, others important to the person, and staff)
 - Examine its current practices, beliefs that creates a “culture” of practices and beliefs by staff
- 

OTHER APPROACHES

- Personal Futures Planning
 - Essential Lifestyle Planning
 - PATH
 - MAPs
 - Beth Mount
 - Michael Smull
 - John O'Brien, Marsha Forest
 - Forest
- 



**HOW DO YOU START
TO MAKE A CHANGE?**

Person Centered Thinking

Dead and happy are incompatible

But

Alive and miserable is unacceptable

Important to

What is important to a person includes only what people are “saying”:

- with their words**
- with their behavior**

Where what people say is different from what they do the bias is to rely on behavior.

Important for

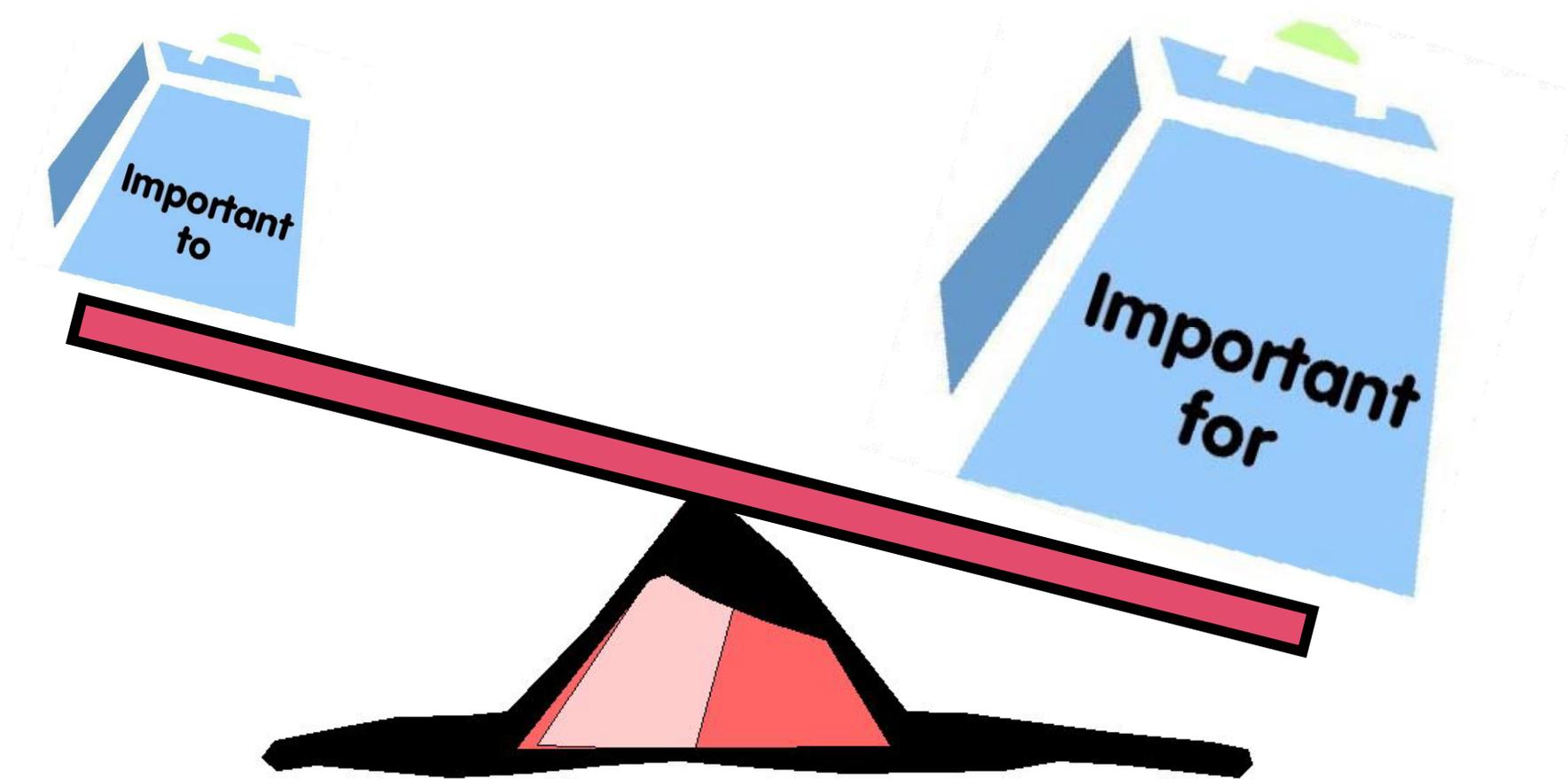
What is important for people includes only those things that we need to keep in mind for people regarding–

Issues of health or safety

What others see as important to help the person –

Be valued members of their communities

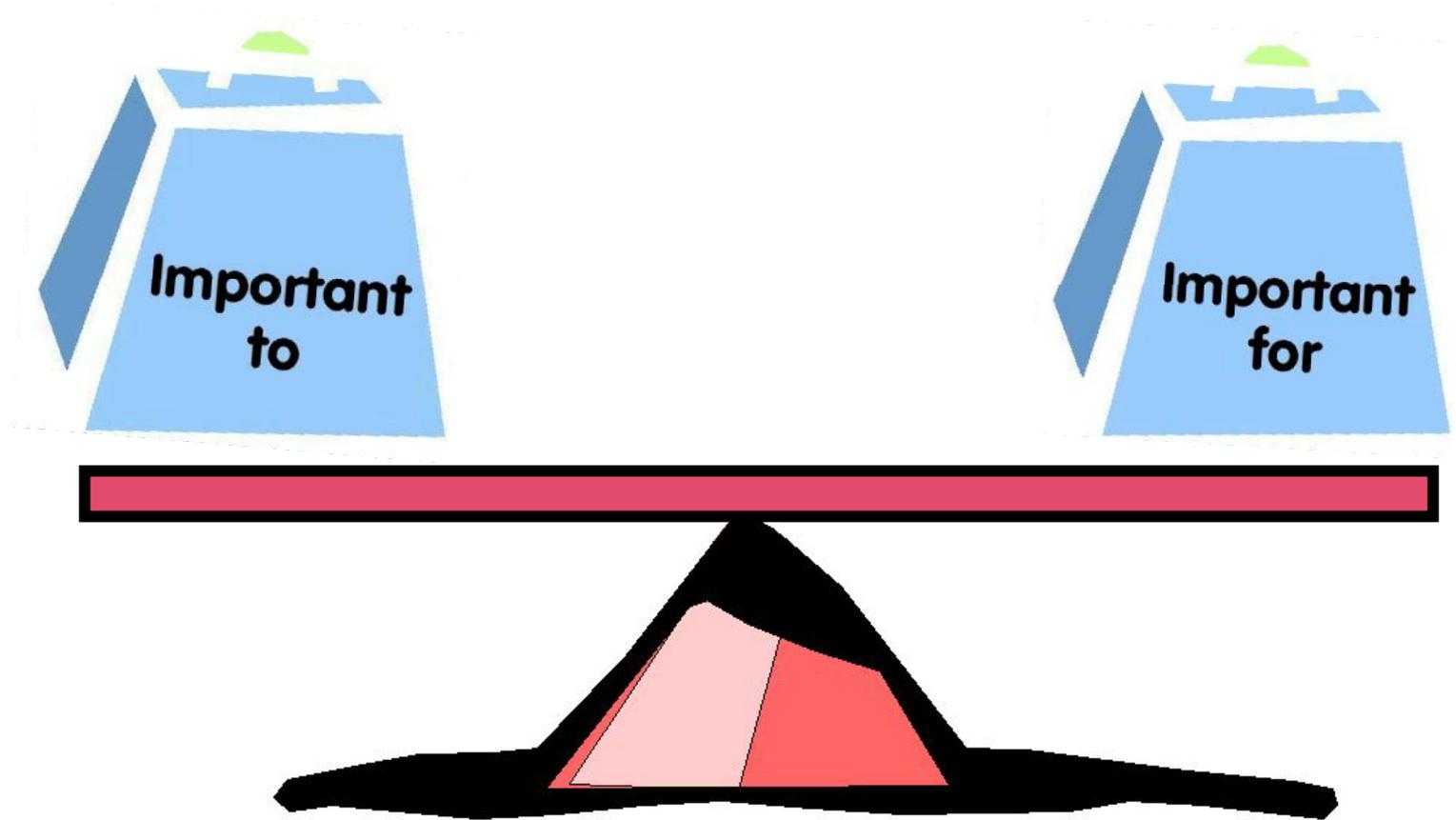
Health and Safety Dictates Lifestyle



All Choice, No Responsibility

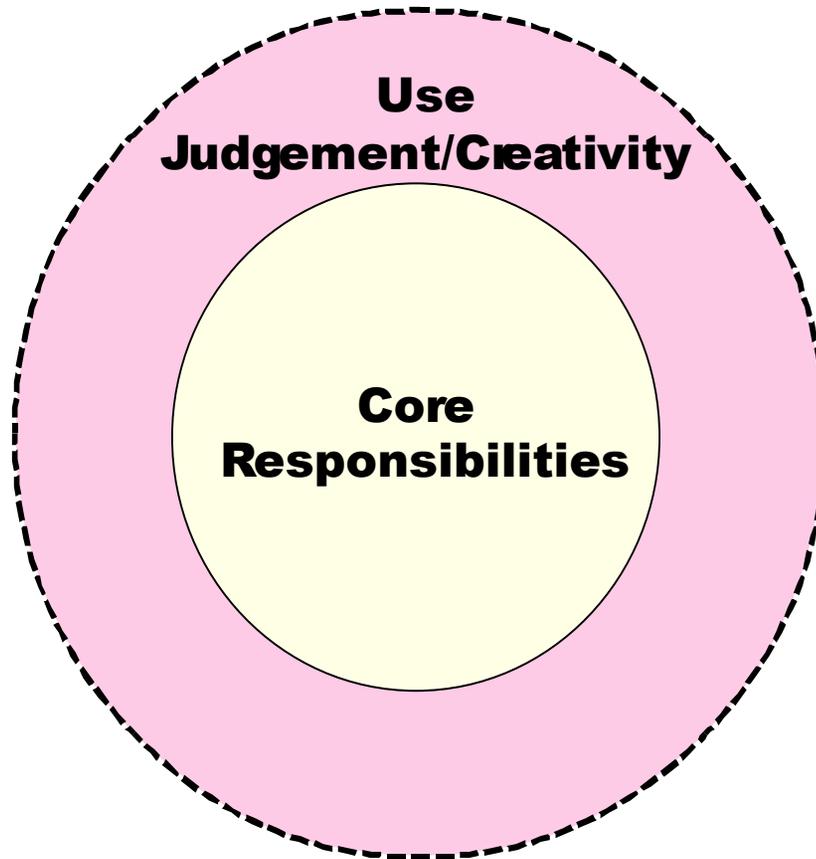


Balance



Inside a Person's Life

**Not Our "Paid" Responsibility
(Domain of friends)**



FROM THE PERSON'S
PERSPECTIVE

What makes sense
The "up" side
What is working right now

What does NOT make sense
The "down" side
What is NOT working right now

USE THIS
INFORMATION
TO BUILD THE

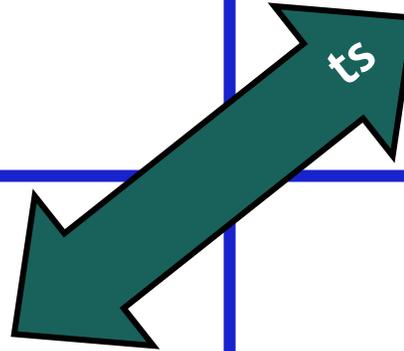
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OF THINGS
THAT ARE TO
STAY THE
SAME

USE THIS
INFORMATION
TO BUILD THE

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A

FOR THINGS
THAT NEED
TO CHANGE



Imagine that there is a new disease that is spread by mosquitoes and you have been bitten –

- **The bite 1st causes a rash and then 2 weeks of paralysis**
- **During the paralysis you will need personal care for everything**

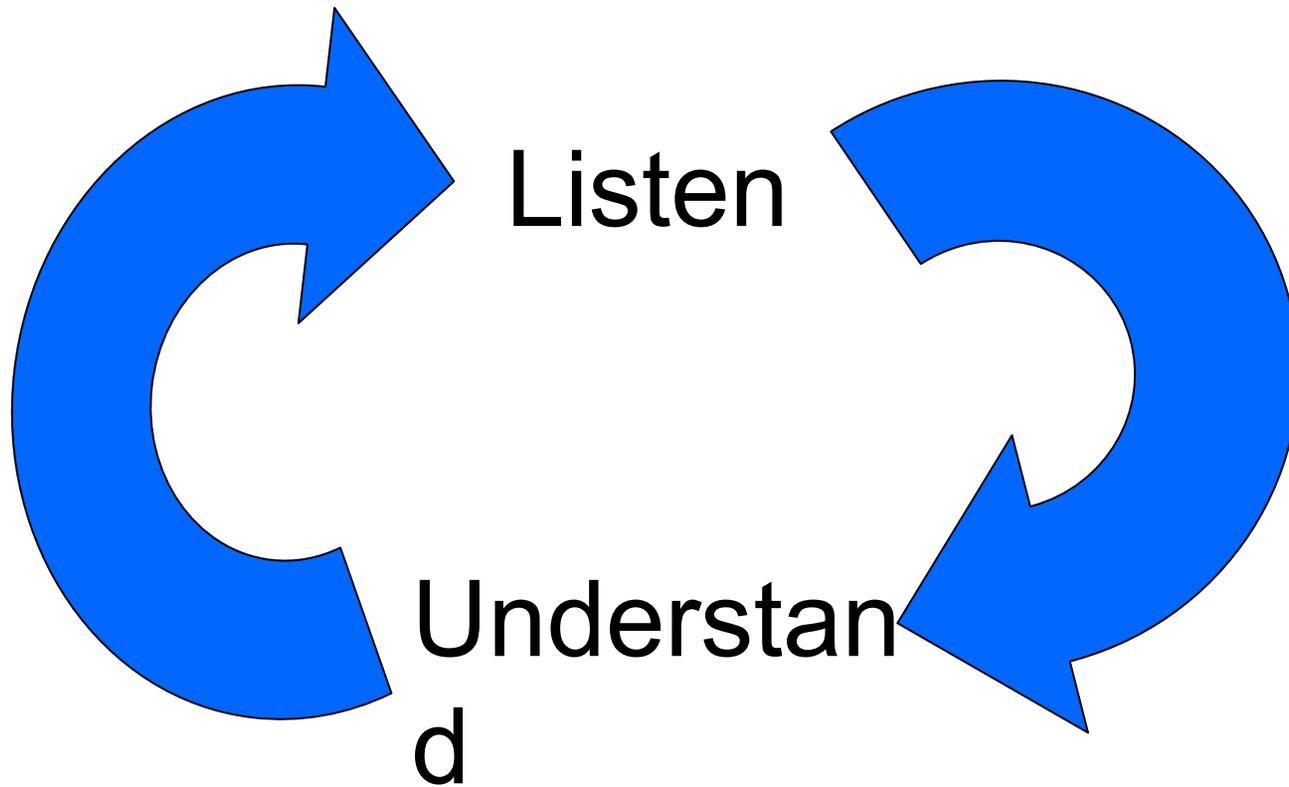
You are now looking for the person who will provide the care and you are going to fax me a list of characteristics to look for and to avoid –

- **Look at your list of characteristics**
- **Circle the ones that must be present and the ones that must be absent**
- **Add any that are missing**
- **Clarify any that are too general to allow me to match you are the person providing the care**

Because there are a lot of people who have been bitten the demand for personal care services is high. I tell you that you will just have to accept whoever I send. The person that comes has the characteristics that you said needed to be absent. But except for being able to talk you are paralyzed.

What would you do?

What you hear depends on what you are listening for



“Frames are both windows on the world and lenses to bring the world into focus. Frames filter out some things while allowing others to pass through easily. Frames help order our experience and decide what action to take... Frames are also tools for action, and every tool has its strengths and limitations.”(Bolman and Deal, 1991)



7 questions that you should be able to answer for each person you support

1. What is **important to** the person?
2. What is **important for** the person?
3. Is what is **important for** being addressed in the context of what is **important to**?
4. Is there a "good" balance between **important to** and **important for**?
5. What does the person **want to learn**, what else do we **need to learn**?
If the person is to get the balance described and we are to learn -
6. What **needs to stay the same** (be maintained or enhanced)?
7. What **needs to change**?

What is -

Important to Jana

Important for Jana



What else do you need to learn/know?

**Core
responsibilities**

**Use judgment and
creativity**

**Not our paid
responsibility**

**What makes sense, is working, the
up side, right now**

**What doesn't make sense, is not working,
the downside, right now**

**Your guess' about
Kathleen's perspective**

**Guess's about Kathleen's
mother's perspective**

**Guess's about
staff's perspective**

Things to figure out about Kathleen, what else we need to learn

**What makes sense, is working, the
up side, right now**

**What doesn't make sense, is not working,
the downside, right now**

From your perspective

**From the perspective of
someone who knows you**

Action Plan/Goals

Desired Outcome:	
Discussion/ Justification:	

What needs to be done	Who's responsible	By when

Characteristics of people I like to work with

Characteristics of people I like to hangout with

Characteristics of people I don't like to work with

Characteristics of people I don't like to hangout with

Matching staff with the people supported

For:

Supports wanted and needed	Skills needed	Personality Characteristics Needed	Shared common interests (would be nice to have)
6/12/2003		Smull & Allen	